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News Summary

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Biologists are considering a crash program to determine the sequence of all the nucleotide pairs in the human genome. Story on Page 32.

The Rev. Charles Curran has vowed to challenge the Vatican's order barring him from teaching theology at Catholic University. Story on Page 44.

The nation's governors have called on all colleges to begin programs to measure what undergraduates learn. Story on Page 70.

The tax-reform plan approved by House and Senate negotiators would have widespread effects on college campuses. Story on Page 70.

Students could face long delays in obtaining federally guaranteed student loans because of Congress's dilatory action on a compromise higher-education bill. Story on Page 71.

The Ford Foundation is taking stock of its activities—even while it is "on a roll," in the words of its president, Franklin Thomas. Story on Page 56.

Emory University has had to scramble to find housing for 300 extra students. Story on Page 104.

Walter Byers says he will retire in two years as executive director of the N.C.A.A. Story on Page 112.

The heads of five universities in South Africa have called on the government to end the current state of emergency. Story on Page 119.

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A PRINCE BUT NO PRESIDENT

As Harvard Marks Its Birthday This Week, U.S. Higher Education Enters Its 351st Year

By ZOË INGALLS
CAMBRIDGE, MASS.

American higher education marks its 350th birthday this week as Harvard University, the nation's oldest, celebrates its founding in 1636.

The university has tried to plan a relatively modest "family" celebration, but officials acknowledge that they face the dilemma of the family of the bride who are determined to keep the wedding small. Prince Charles of Great Britain will be there; President Reagan, presumably miffed because a number of faculty members opposed his receiving an honorary degree, will not.

"Year of the Money Scramble," a special section on new complexities in financing higher education, begins on Page 4.

Harvard at 350 has achieved the stature of what the sociologist David Riesman calls a "national monument." To a degree unmatched anywhere else, Harvard's graduates and faculty members and presidents—a "long winding train reaching back into eternity," said Ralph Waldo Emerson—have over 350 years left their impress on every aspect of society, from the arts and sciences to government and education.

Among its living undergraduate and graduate alumni: William J. Bennett, Leonard Bernstein, Daniel J. Boorstin, Archibald Cox, Elizabeth Dole, Hanna H. Gray, Elizabeth Holtzman, Edward M. Kennedy, Yo Yo Ma, Norman Mailer, Ralph Nader, Howard Nemerov, Paul Sa-

Continued on Page 65, Column 1

Workers pitch a tent in Harvard Yard in preparation for the university's celebration of its 350th anniversary.

MICHAEL QUAH, HARVARD UNIVERSITY NEWS OFFICE

Promising Young Scholars Now in Demand for Academic Jobs

By BEVERLY T. WATKINS

The promising young scholar, squeezed out of a traditional faculty career for the last decade by a depressed academic job market, is suddenly in demand.

Many universities, worried by projections that one-third of the professoriate will have to be replaced over the next decade, are offering liberal-arts scholars such inducements as higher starting salaries, improved research facilities, money for travel and research, and promises that tenure will be available.

Even with such efforts, many university officials worry that they will have trouble attracting the brightest members of a generation enticed by lucrative professional and high-technology careers.

At the same time, some universities see the need to recruit not as a problem but as an opportunity to adapt their faculties to changes in the academic disciplines.

Not all universities will be equally affected, and some may completely escape serious dislocations. But some administrators have already begun to recruit young academics with new arts-and-sciences doctorates as replacements for professors who won't leave for another five or ten years. Those administrators fear that competition will only get worse and top-quality scholars will soon be in short supply.

Who will make up tomorrow's faculties? Record numbers of women are in graduate schools but relatively few blacks are. Stories in next week's issue of *The Chronicle*.

"I'm trying to get everyone to understand that the future is now," says Ira Michael Heyman, chancellor of the University of California at Berkeley. "The trick, clearly, is to start hiring in 1987 against what we will need in the 1990's. That way we won't have to scrape barrels we don't want to scrape."

Right now, the nation's most prestigious institutions are looking for assistant professors who will be qualified to move up the academic ladder into tenured positions that will become available when senior professors depart.

At Berkeley, which expects about 45 per cent of its letters-and-sciences faculty to retire by 2005, some administrators are borrowing against a pool of unfilled faculty positions, usually held in reserve for tem-

Continued on Page 48, Column 1

Senate Panel Would Cut Fulbrights

By CAROLYN J. MOONEY

WASHINGTON

Twenty-five per cent fewer Fulbright scholarships would be awarded to students in fiscal 1987 under a bill approved by the Senate Appropriations Committee.

The committee approved $120 million to run the Fulbright and other exchange programs, for which President Reagan had asked $166-million and the House had approved $144.4-million. The full Senate is scheduled to vote on the bill this month.

The exchange program was one of several cut by the Senate panel, which voted to make fighting drug-related crime its top priority. By a 10-to-10 tie, committee members rejected an amendment by Sen. Dale Bumpers, an Arkansas Democrat, that would have added $15-million to the Fulbright program. If approved, that money would have been taken from the National Endowment for Democracy, in effect stripping the controversial organization of its federal funds for next year.

Senator Bumpers plans to offer the same amendment to the full Senate. He said he was acting partly to carry on a state tradition, since it was former Arkansas Sen. J. William Fulbright who founded the program 40 years ago. "We do have a provincial interest in the program," Mr. Bumpers said. "But it's also a very effective exchange program."

Backed by White House

The White House agrees. It has been pushing for more money for scholarly exchanges, mainly because it says the Soviet Union is aggressively courting scholars from developing nations.

In recent years, exchanges have become increasingly attractive to Administration officials and members of Congress as a way to promote American democratic and economic ideals. Congress reversed a trend of declining funds for Fulbright scholarships in 1982, when it voted to increase appropriations gradually in order to double them by 1986. Congress has regularly approved increases since then, and the program in Central America in particular has been significantly expanded.

This year, however, neither the House nor the Senate measure is sufficient to continue the programs at current levels, said Mark Blitz, associate director of the United States Information Agency, which administers the Fulbright, international-visitor, and other exchange programs. He estimated the agency needs $157-million to keep pace with inflation.

"The Senate figure would mean a substantial cut in programs, meaning 25 per cent fewer awards," he said. "We're hoping we can at least receive something closer to the House figure."

Norman Peterson, executive secretary of the Liaison Group for International Educational Exchange, a non-profit advocacy organization for exchange programs, said the proposed cuts were especially disappointing since this year marks the 40th anniversary of the Fulbrights. He and other supporters of international education have embarked on a letter-writing campaign urging legislators to restore Fulbright funds.

Arkansas's other senator, Democrat David Pryor, noted in a recent letter to members of the Senate Appropriations Committee that if the United States did not offer more scholarships to foreign students, the Soviet Union would become the dominant educator of students from developing countries.

This year, some 92,000 foreign students took part in exchange programs paid for by the Soviet Union and Eastern European nations, his letter noted. In comparison, only about 15,000 foreign students studied under American exchange programs, including 3,000 who had Fulbright scholarships and 12,000 who received aid from the U.S. Agency for International Development.

Mr. Pryor also noted that 33 foreign heads of state and 378 cabinet ministers had taken part in U.S.-sponsored exchange programs, either as visitors or as students, according to a recent study.

"We can try to impose democracy through force, diplomacy, or propaganda, but the most effective way is through example," his letter stated. "The Soviets and their satellites have no doubts about the effect of this approach."

Mr. Fulbright, a feisty, 81-year-old lawyer and lecturer who lives here, said he appreciated his successors' efforts, even though it was Mr. Bumpers who defeated him 12 years ago. Said Mr. Fulbright of Senators Bumpers and Pryor: "They're no rednecks."

Acknowledging that exchanges are viewed by some as a luxury, Mr. Fulbright retorted: "What's more luxurious than the kind of superfluous weapons systems we're building?"

Along with the proposed budget cuts, meanwhile, the Fulbright program faces yet another setback—under the new tax-reform package awaiting approval by Congress and the President, scholarship awards would be partially taxed.

Because of the new levy, the government would probably give students larger awards to offset the decrease in the value of the scholarship. That would mean fewer students would be able to receive the awards, the U.S.I.A.'s Mr. Blitz speculated.

Estimates Released of Potential Cuts in College Aid

Fiscal 1987 reductions would be required if Congress fails to deal with budget deficit by October 1

WASHINGTON

Federal spending on most higher-education and other domestic programs would be cut by 7.6 per cent in fiscal 1987 if legislation to reduce the deficit is not enacted this month.

The Department of Education would have to slice more than a billion dollars from its budget. The National Institutes of Health would have to cut spending by about $400-million.

The Gramm-Rudman-Hollings deficit-reduction law requires across-the-board cuts to take effect on October 1 if Congress and the President fail to agree on a way to reduce the deficit to $154-billion. (The law calls for the deficit to be cut to $144-billion, but reductions are required only when the deficit exceeds $154-billion.) So far, Congress has not approved legislation that would cut the deficit that much, but it is expected to do so.

The Congressional Budget Office and the Office of Management and Budget have released an estimate of how every federal agency would be affected by the cuts if Congress doesn't act. Their predictions are based on present spending patterns, because no appropriations laws for fiscal 1987 have been enacted yet. (For details of how higher education would be affected, see table below.)

The budget law requires most federal programs to be trimmed by a proportionate amount when the deficit target is not met. Defense-related activities would have to be cut by 5.6 per cent and other programs by 7.6 per cent, according to budget officials. Most political experts expect that the across-the-board cuts will be avoided, so the estimated reductions are viewed as a worst-case scenario.

Because the Supreme Court has thrown out the law's mechanism for making the reductions automatically, Congress would have to vote on them.

With elections only two months away, few members of Congress will want to be blamed for allowing the across-the-board reductions to take effect.

	Fiscal 1986 budget	Proposed cut
Department of Education		
Student assistance		
Pell Grants	$3,432,262,000	$260,851,000
Supplemental Grants	394,762,000	30,002,000
College Work-Study	567,023,000	43,094,000
State Student Incentive Grants	72,732,000	5,528,000
National Direct Student Loans	208,626,000	15,855,000
Guaranteed Student Loans	3,259,975,000	22,805,000
Graduate support		
Graduate and professional opportunities	11,245,000	855,000
Public-service fellowships	2,393,000	182,000
National graduate fellowships	2,393,000	182,000
Institutional assistance		
International education	30,671,000	2,331,000
Cooperative education	13,781,000	1,047,000
Veterans Cost of Instruction	2,871,000	218,000
Interest subsidies for facilities	22,490,000	1,709,000
Facilities construction grants	19,570,000	727,000
Facilities loans and insurance	17,891,000	668,000
Law School Clinical Experience	1,435,000	109,000
Aid to disadvantaged		
Developing institutions	135,136,000	10,270,000
College-aid migrant programs	1,148,000	87,000
Minority Institutions Science Improvement	4,785,000	364,000
Programs for disadvantaged students	168,786,000	12,829
Legal Training for the Disadvantaged	1,435,000	109,000
Bilingual education		
Training grants	32,121,000	2,441,000
Bilingual vocational training	3,527,000	268,000
Library resources		
Research libraries	5,742,000	436,000
Training and demonstration	957,000	73,000
Education for the handicapped		
Postsecondary programs	5,264,000	400,000
Research and development	16,080	1,222,000
Personnel development	61,154,000	4,648,000
Rehabilitation training	25,836,000	1,963,000
National Institute of Handicapped Research	41,983,000	3,190,000
Education research and statistics	56,999,000	4,332,000
Fund for the Improvement of Postsecondary Education	12,163,000	924,000
Office for Civil Rights	42,704,000	3,173,000
Women's educational equity	5,741,000	436,000
Science and math education	43,057,000	3,273,000
Vocational education	813,113,000	61,820,000
Adult education	97,579,000	7,416,000
Arts and Humanities		
National Endowment for the Arts	158,538,000	12,049,000
National Endowment for the Humanities	134,582,000	10,228,000
Institute of Museum Services	20,474,000	1,556,000
National Archives and Records Administration	97,004,000	7,372,000
Department of Defense		
Basic research	874,300,000	Unavailable
Department of Energy		
General science	655,928,000	49,851,000

	Fiscal 1986 budget	Proposed cut
Department of Health and Human Services		
National Institutes of Health		
Library of Medicine		
Research	$15,792,000	$ 1,200,000
Education and training	39,485,000	3,001,000
International Center	10,907,000	829,000
Institute on Aging		
Research	144,069,000	10,949,000
Education and training	5,566,000	423,000
Institute of Child Health & Human Development		
Research	293,394,000	22,298,000
Education and training	14,367,000	1,092,000
Research resources		
Research	291,313,000	22,140,000
Education and training	1,106,000	84,000
Cancer Institute		
Research	1,172,442,000	89,106,000
Education and training	31,426,000	2,388,000
Institute of General Medical Sciences		
Research	435,711,000	33,114,000
Education and training	56,702,000	4,309,000
Institute of Environmental Health		
Research	180,550,000	13,722,000
Education and training	8,345,000	634,000
Heart, Lung, and Blood Institute		
Research	779,142,000	59,215,000
Education and training	42,537,000	3,233,000
Institute of Dental Research		
Research	93,830,000	7,131,000
Education and training	4,942,000	376,000
Inst. of Diabetes & Digestive & Kidney Diseases		
Research	517,964,000	39,365,000
Education and training	26,330,000	2,001,000
Institute of Allergy and Infectious Diseases		
Research	355,378,000	27,009,000
Education and training	11,383,000	865,000
Inst. of Neurological & Communicative Disorders		
Research	401,309,000	30,499,000
Education and training	13,172,000	1,001,000
Eye Institute		
Research	181,358,000	13,783,000
Education and training	5,255,000	399,000
Total N.I.H.	5,271,190,000	400,610,000
Alcohol, Drug Abuse, & Mental Health Admin.		
Research	396,406,000	30,127,000
Education and training	39,237,000	2,982,000
Health-professions education and training	206,103,000	15,664,000
National Science Foundation		
Science and engineering education	53,161,000	4,040,000
Research	1,294,060,000	98,349,000
Total N.S.F.	1,456,329,000	110,833,000
Department of Agriculture		
Cooperative state research service	276,146,000	20,987,000
Extension service	328,009,000	24,929,000
Environmental Protection Agency		
Research and development	210,793,000	16,020,000
Miscellaneous		
Peace Corps	124,410,000	9,455,000
Equal Employment Opportunity Commission	157,905,000	12,001,000
Postal subsidies for non-profit organizations	715,836,000	54,404,000
U.S. Information Service educational and cultural exchanges	134,458,000	10,219,000
Veterans' readjustment benefits	438,784,000	33,348,000

Notes: Estimates are from the President's Office of Management and Budget and the Congressional Budget Office. Education Department officials provided the figures for that agency. Some reductions may not equal 7.6 per cent due to technical provisions of laws governing individual programs.

Number of Blacks Taking SAT Drops 5 Pct. in 5 Years

NEW YORK

The number of black high-school seniors participating in the College Board's Admissions Testing Program declined 5 per cent from 1980 to 1985, and the number of whites declined 4 per cent.

That finding came on the heels of federal survey data showing that the enrollment of blacks in colleges and universities had dropped 3.3 per cent from 1980 to 1984 (*The Chronicle*, July 23).

The College Board, in its fifth annual profile of college-bound students, said blacks constituted 8.9 per cent of the nearly 900,000 high-school seniors who took its admissions tests in 1984-85—a group representing slightly more than half of all graduating seniors who were planning to attend college full time.

All other ethnic minorities showed increases over the previous five years in the number of students taking the tests, the board reported. The data reflected gains of 48 per cent for Asian-Americans, 26 per cent for Mexican-Americans, 11 per cent for Puerto Ricans, and 2 per cent for American Indians, the board said.

The report was based on voluntary responses to a questionnaire provided to all registrants for the board's Scholastic Aptitude Test, Achievement Tests, and Test of Standard Written English.

As in the past, the survey for 1985 found that whites had received higher overall S.A.T. scores than had each of the minority groups. However, a comparison over five years showed that several minority groups had recorded greater gains than had whites.

Puerto Ricans gained a combined total of 23 points on the verbal and mathematics sections of the test from 1980 to 1985; blacks gained 32 points; and Mexican-Americans, 23 points. Those increases compared with gains of 15 points for whites, 6 points for Asian-Americans, and 4 points for American Indians.

Nationwide, verbal scores averaged 431 on the S.A.T.'s scale of 200 to 800, and mathematics scores averaged 475. The scores marked the sixth straight year in which the combined totals rose or remained the same, following a 17-year decline.

The survey continued to show a strong relationship between test scores and parental income, both for whites and for minority groups. Among blacks, for example, median S.A.T. totals were 131 points higher for students whose parents earned at least $50,000 than for those whose parents earned $18,000 to $23,999. Among whites, the difference for the same income categories was 89 points.

Similar correlations were found between test scores and parents' education, and between test scores and the number of years that students had studied English, mathematics, and other major academic subjects in high school.

Solomon Arbeiter, the board's associate director of research and development and a co-author of the report, said the most striking statistic to him was one showing that 70 per cent of all Asian-American 18-year-olds took the S.A.T. or achievement tests, compared with 30 per cent of whites and 28 per cent of all students.

The other author of the report was Leonard Ramist, director of summary-reporting and validity-study services for College Board programs at the Educational Testing Service.

The report is the last one in a series that began in 1981, when, after refusing to do so for many years, the College Board agreed to publish detailed comparisons of its test takers according to race. The next report will be based on a revised and more comprehensive questionnaire, Mr. Arbeiter said.

Copies of the latest report, *Profiles, College-Bound Seniors, 1985*, are available for $5 each from the College Board, 45 Columbus Avenue, New York 10023-6917.

—ROBERT L. JACOBSON

Average SAT Scores by Ethnic or Racial Group, 1976-85

	Verbal										Mathematics									
	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
American Indians	388	390	387	386	390	391	388	388	390	392	420	421	419	421	426	425	424	425	427	428
Asian-Americans	414	405	401	396	396	397	398	395	398	404	518	514	510	511	509	513	513	514	519	518
Blacks	332	330	332	330	330	332	341	339	342	346	354	357	354	358	360	362	366	369	373	376
Mexican-Americans	371	370	370	370	372	373	377	375	376	382	410	408	402	410	413	415	416	417	420	426
Puerto Ricans	364	355	349	345	350	353	360	358	358	368	401	397	388	388	394	398	403	403	405	409
Whites	451	448	446	444	442	442	444	443	445	449	493	489	485	483	482	483	483	484	487	490
Others	410	402	399	393	394	388	392	386	388	391	458	457	450	447	449	447	449	446	450	448
All	**431**	**429**	**429**	**427**	**424**	**424**	**426**	**425**	**426**	**431**	**472**	**470**	**468**	**467**	**466**	**466**	**467**	**468**	**471**	**475**

Median SAT Scores by Race and Family Income, 1985

	Black students			White students			All students		
Family Income	Total	Verbal	Mathematics	Total	Verbal	Mathematics	Total	Verbal	Mathematics
Under $6,000	12.9%	298	330	1.8%	415	450	3.6%	350	395
$6,000-$11,999	21.0%	310	340	5.4%	420	452	7.9%	376	418
$12,000-$17,999	18.9%	327	351	8.6%	424	459	10.2%	398	439
$18,000-$23,999	14.8%	340	366	11.6%	429	468	12.1%	413	453
$24,000-$29,999	9.2%	351	376	12.2%	434	478	11.7%	427	469
$30,000-$39,999	10.6%	361	381	20.1%	440	488	18.6%	434	482
$40,000-$49,999	6.4%	378	397	14.7%	450	500	13.4%	446	496
$50,000 and over	6.3%	407	430	25.6%	467	519	22.6%	465	517

SOURCE: THE COLLEGE BOARD

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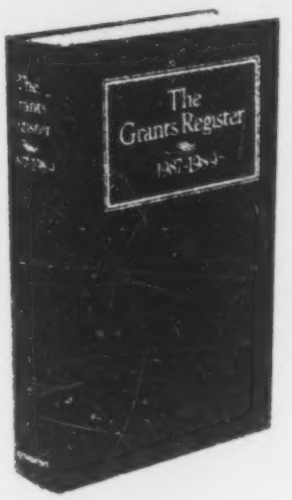

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